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Slide Title: Data Collected Through the NHES

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This module focuses on data collected through the NHES. It first provides a summary of the different Topical surveys that have been fielded in past NHES administrations. Greater detail is then provided about the Early Childhood Program Participation Survey and the Parent and Family Involvement in Education Survey fielded in the NHES:2012.

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The NHES surveys cover learning at all ages, from early childhood through school-age to adulthood. The NHES has fielded repeating Topical surveys that focus on young children, school-age children, and adults. In general, at least two of these populations are included in any given administration of the NHES to maximize the efficiency of the sample. For example, in 2012 a Topical survey that focused on young children was fielded, along with a Topical survey about school-age children. In some years, three Topical surveys – one covering each of the populations listed here – were fielded.

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There are two primary NHES surveys that target young children. The first is the Early Childhood Program Participation Survey, or ECPP, and the second is the School Readiness Survey, or SR.

The ECPP Survey has been conducted six times. Its most recent administration was in 2012.

The SR survey has been conducted twice, and was most recently conducted in 2007.

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This slide provides a summary of the target population for each of the NHES surveys of young children, as well as an overview of the key topics covered in each survey and the years the surveys were administered.

The ECPP and SR surveys have different target populations and focus on different content, but do share some common items. The ECPP survey focuses on participation in different types of nonparental care; characteristics of nonparental care arrangements, out-of-pocket costs for care; difficulty finding care; and children's educational activities with family members.

The SR survey collects information on participation in center-based care; parents' plans for their children's kindergarten enrollment; children's emerging literacy and numeracy skills; children's educational activities with family members; and children's television viewing.

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Sometimes, the populations sampled within each survey change across administrations. For example, in 1991, the ECPP included children ages 3 to 8 and asked about children's early childhood education, including participation in nonparental care and education programs and early school experiences. Since 1995, however, the ECPP survey has included children from birth to age 6 who are not yet enrolled in kindergarten. Note that in 1995 the ECPP survey also included children who were enrolled in school, up to and including third grade. The SR survey generally includes children ages 3 to 6 who are not yet enrolled in kindergarten; however, the 1993 survey was among 3- to 7-year-olds.

The latest versions of both the ECPP and SR can be accessed by clicking on the corresponding underlined screen text.

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There are two primary NHES surveys that target school-age children. The first is the Parent and Family Involvement in Education Survey, or PFI, and the second is the After-School Programs and Activities Survey, or ASPA (spelled A-S-P-A).

The PFI Survey has been conducted five times and its most recent administration was in 2012.

The ASPA Survey has been conducted three times and was most recently conducted in 2005.

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This slide provides a summary of the target population for each of the NHES surveys of school-age children, as well as an overview of the key topics covered in each survey and the years the surveys were administered.

The PFI and ASPA surveys target different age ranges of school-age children. The PFI survey includes students age 20 or younger in kindergarten through twelfth grade. The ASPA survey includes children age 15 or younger in kindergarten through eighth grade.

The PFI survey includes items on topics such as school choice, family involvement in school, family involvement with homework, and family involvement in activities outside of school. The PFI has traditionally included questions on homeschooling. The PFI administered to families with students' enrolled in a school can be accessed by clicking on the underlined screen text, 'PFI'. The Homeschool version of the PFI can be accessed by clicking on the underlined screen text, 'homeschooling'.

The ASPA is focused on collecting information about children's participation in after-school care and activities. Information about the characteristics of children's after-school care arrangements and activities is collected. Parents are also asked to report how difficult it was to find after-school care arrangements for their child.

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Similar to the ECPP and SR surveys, the populations sampled within each survey can change across administrations. For the PFI, in 1996 and 1999, parents and guardians answered questions about their children from age 3 through 12th grade, up to age 20. In 2003, 2007, and 2012, parents and guardians answered questions about their children in kindergarten through 12th grade, up to age 20.

The latest version of the ASPA can be accessed by clicking on the corresponding underlined screen text.

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There are two primary NHES surveys that focus on adults. The first is the Adult Education Survey (or AE). This survey has been conducted five times and was last conducted in 2005. The second is the Adult Education for Work-Related Reasons Survey, or AEWR. This survey was last conducted in 2003.

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This slide provides a summary of the target population for each of the NHES surveys of adults, as well as an overview of the key topics covered in each survey and the years the surveys were administered.

Both the AE and the AEWR define their target populations as adults age 16 or older who are not enrolled in grade 12 or below, not institutionalized, and not on active military duty.

The AE Survey was administered in 1991, 1995, 1999, 2001, and 2005. The AE Survey collected information about participation in formal adult educational activities such as English as a second language, or ESL; basic skills and high school completion, postsecondary degree and diploma programs, apprenticeships, work-related courses, and personal interest courses. Information about each program or course including cost, duration, and employer support was gathered as well. Additionally, information on informal learning activities for personal interest was also gathered by the AE Survey.

The AEWR Survey was conducted in 2003 and focused specifically on participation in education for work-related reasons. It collected information about participation in college and university degree or certificate programs taken for work-related reasons, postsecondary vocational/technical diploma or degree or certificate programs taken for work-related reasons, apprenticeships, work-related courses, and work-related informal learning. In addition, the AEWR survey explored factors associated with participation or nonparticipation in adult education activities.

The latest versions of both the AE and AEWR can be accessed by clicking on the corresponding underlined screen text.

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The NHES:1999 addressed a wide variety of educational topics that had been covered in previous NHES surveys, as well as including a new focus on postsecondary education plans. There were three populations of interest in the NHES:1999: children from birth to grade 12 whose parents completed the Parent Interview which was tailored to the grade of the focal child; students in grades six through twelve who completed the Youth Interview; and adults who responded to the Adult Education Interview.

The survey was designed to provide the Department of Education with end-of-decade measures of important education indicators. The NHES:1999 generally provided broader coverage of topics and less detailed information on topics than other NHES surveys. One exception to this general rule is that the NHES:1999 contains detailed data on civic involvement in the Youth file. Also, both the Youth and Parent files contain very detailed information about perceptions of college costs.

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Now let's turn our attention to the NHES:2012. The NHES:2012 data collection marked the beginning of the use of a new data collection methodology in the NHES. Data collection for the NHES:2012 was conducted using paper-based surveys through the mail. The first part of the NHES:2012 was a Screener survey used to determine if anyone in the household was eligible for one of the two Topical surveys.

The Topical surveys included in the NHES:2012 were the ECPP survey and the PFI survey. Two separate paper survey forms were used to collect data for the PFI survey, one form for students enrolled in public or private school for kindergarten through twelfth grade and one form for students who were homeschooled for kindergarten through twelfth grade. Two different PFI survey forms were used for ease of administration since many questions asked of parents of homeschooled children would not apply to parents of children enrolled in public or private school and vice versa. In the past, when the NHES was conducted over the phone, the computer could easily guide the interview so that only the applicable questions were asked. This is more difficult in a self-administered paper-based survey because it would require complicated skip instructions for respondents to follow.

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Here is the Screener survey form used in the NHES:2012.

The Screener survey was used to determine if the household contained any children who were eligible for one of the NHES Topical surveys.

The Screener survey was only two pages long and if a family did not have any members under age 20, then all that a respondent needed to do was check a box indicating this and return the survey. If a household had children under age 20, the form requested information on the child's first name, age, sex, and school enrollment status. This information was then used to sample a child from the household for a Topical survey.

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The NHES:2012 surveys were completed by a parent or adult living in the household who was knowledgeable about the sampled child. Each survey was approximately 20 to 25 pages long.

“Skip” instructions were used in the survey to guide respondents to questions that were applicable to them based on their previous responses and around questions that were not applicable to them. For example, in the ECPP survey parents were asked if their child was currently receiving care from a relative on a regular basis. If the respondent answered “yes”, he or she was directed to answer additional questions about the child’s care arrangement with a relative. If the respondent answered “no,” then he or she was instructed to skip to the next section of the questionnaire. The use of skip instructions was intended to reduce burden on survey respondents.

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All of the NHES:2012 Topical questionnaires followed the same basic format:

The early sections of each NHES Topical survey included questions related to the main Topical focus of the survey. For example, the early sections in the ECPP included questions about early childhood care and programs, finding and choosing care, and children’s early learning activities.

The later sections of all of the Topical questionnaires included questions about child, parent, and household characteristics. These sections contained the same core items across the different Topical surveys.

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The NHES:2012 ECPP survey focused on collecting information about children’s nonparental care and education arrangements.

Nonparental care and education arrangements are categorized into three main types in the NHES: relative care, non-relative care, and center-based care. Relative care was defined as care provided by anyone other than a parent who is related to the child. Relative care may be provided in the child’s home or in another private home. Nonrelative care was care provided by anyone unrelated to the child in the child’s home or in another private home. Nonrelative care included care by a nanny, au pair, and home day care. Center-based care was care provided in a center setting. It included day care centers, nursery schools, preschools, and prekindergartens. Head Start programs were also included in the center-based care category.

If the respondent indicated that the sampled child had any of these care arrangements, the respondent was asked specific questions about each arrangement, such as how long the child had been at that particular care arrangement, the number of hours the child spent at that care arrangement, and the cost of the care arrangement.

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The ECPP included items that asked parents to rate the importance of different factors when choosing a care arrangement, such as the cost of the arrangement, location of the arrangement, learning activities available at the arrangement, size of the care group, and the opportunity for the child to spend time with other children his or her age.

Parents were also asked to report the frequency with which they engage in different activities with the child such as reading; doing arts and crafts; teaching the child letters, words, or numbers; and visiting a library.

Additionally, parents were asked about their child's early literacy and numeracy skills including how high the child could count, what colors the child recognized, what letters of the alphabet the child recognized, and the child's early reading behavior.

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The PFI survey for enrolled students focused on collecting information about children's schooling experiences and parents' involvement in school activities.

The PFI contained questions about the child's schooling, such as the type of school the child attended and the availability of school choice where the child lived. It also included items asking parents to rate their child's school performance and about the types of grades the child typically gets.

The PFI also asked parents about their participation in a variety of school activities, such as attendance at school or class events, parent-teacher conferences, and parent-teacher association or parent-teacher organization meetings, also called PTA or PTO meetings.

The PFI survey for enrolled students also included items about school-initiated communication with parents. In addition, parents were asked to report how much time their child spends on homework outside of school each week and about parental help with and monitoring of homework.

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The NHES PFI survey for enrolled students also included items about family activities outside of school.

Parents were asked if they participated in certain activities with their child in the past week, such as doing arts and crafts together, playing sports or exercising together, or eating the evening meal together.

Parents were also asked if they participated in certain activities with their child in the past month, including visiting a library or a bookstore; going to a play, concert, or a live show; and attending events sponsored by a community, religious, or ethnic group.

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Finally, parents were asked the name of their child's school. While the actual name is not on the data file, this information was used to append additional variables about the child's school from the Common Core of Data, or CCD, or the Private School Universe Survey, or PSS.

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The PFI Survey for homeschooled students focused on collecting information about characteristics of the child's homeschooling experience. This included questions regarding who provided the child's homeschool instruction; whether online instruction was used for homeschooling; sources of the homeschool curriculum; subjects and grades that the child was homeschooled for; and, parents' reasons for homeschooling their child.

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The NHES PFI Survey for homeschooled students also included items about family activities. These items are the same as those included in the PFI Survey for enrolled students.

Parents were asked if they participated in certain activities with their child in the past week, such as doing arts and crafts together, playing sports or exercising together, or eating the evening meal together.

Parents were also asked if they participated in certain activities with their child in the past month, including visiting a library or a bookstore; going to a play, concert, or a live show; and attending events sponsored by a community, religious, or ethnic group.

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All of the NHES:2012 Topical surveys collected certain core demographic information about the child and parent, as well as information about household characteristics. They included questions about the child's health, including overall health status, disabilities or health conditions that the child may have had, and services the child may have received for disabilities.

The Topical surveys also included items about child characteristics such as race and ethnicity, sex, age, and home language. Information on parent background characteristics was also collected such as race and ethnicity, home language, marital status, education level, and employment status.

The NHES:2012 Topical surveys also collected information about household characteristics such as household size, income, and receipt of public assistance by anyone living in the household.

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This module has provided you with detailed information about the data collected as part of the NHES. Additionally, this module has provided you with information about the data collection instruments used as part of the NHES:2012 data collection.

Additionally, important resources that have been provided throughout the module are summarized here along with the module's objectives for your reference.

You may now proceed to the next module in the series, or click the exit button to return to the landing page.